

Positive Approach Academy for Hair

Reinspection monitoring visit report

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Type of provider: Independent learning provider

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REINSPECTION MONITORING VISIT: MAIN FINDINGS

Context and focus of visit

Positive Approach Academy for Hair (PAAH) is a privately owned company established in 1984. Operating in Scunthorpe North Lincolnshire, PAAH employs eight members of staff and has 84 learners.

Contracting with the Skills Funding Agency, PAAH provides apprenticeships, advanced apprenticeships and national vocational qualifications at levels 2 and 3 in hairdressing. PAAH delivers young apprenticeships through a subcontract arrangement with Avant Partnership. Learners attend the academy alternate weeks for one full day. PAAH staff complete practical assessments at the academy and on employers' premises.

PAAH was last inspected in October 2009. The overall effectiveness and safeguarding were judged to be inadequate. The provision in the subject area was judged to be good as were outcomes for learners, quality of provision and equality and diversity. Capacity to improve and leadership and management were judged to be satisfactory. This reinspection monitoring visit reports on the two mandatory themes of outcomes for learners, and self-assessment and improvement planning. In addition inspectors evaluated progress made in the provision of teaching and learning, safeguarding arrangements, and widening participation.

Themes

Self-assessment and improvement planning

What progress has PAAH made in improving the effectiveness of the self-assessment and the quality improvement planning processes, to bring about improvements?	Reasonable progress
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At the previous inspection PAAH's capacity to improve and the self-assessment process were judged to be satisfactory. Actions have been taken to address areas for improvement identified by inspectors. Quality assurance processes now inform the self-assessment report and quality improvement plan. Better recording of issues and the setting of more detailed and measurable targets ensure improvements take place rapidly and their impact monitored more effectively. Performance data are used to inform self-assessment and the quality improvement plan and to identify any emerging trends and required actions effectively. Monthly quality audit checks record progress towards quality improvement targets. Learner feedback is regularly used to identify areas for improvement. Learners value opportunities to influence change.

Inspectors identified previously that although satisfactory, arrangements to observe teaching and learning did not cover all aspects of the learner experience. Some progress has been made; more focused observation has identified teachers' further

development needs. All teaching staff are observed regularly, however, observers have not received specialist training and observation reports are not moderated. Observers identify appropriate improvement actions but reports do not clearly show whether these actions are completed. No arrangements for external observation, or the sharing of good practice identified through observation, exist.

Outcomes for learners

What progress has PAAH made in improving the overall and timely success rates and outcomes for learners?	Significant progress
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At the time of the last inspection outcomes were good. Apprentice success rates were slightly above the national rate; advanced apprentice overall success rates were high at 80% and timely success rates good at 65%. Accurate provider data for 2009/10 indicate that apprenticeship programmes are on target to achieve 96% success. The advanced apprenticeship success rate is on target to be 89% giving an overall success rate across both programmes of 95%. Timely success rates have improved significantly and are on target to be 86% for the apprenticeship programme and 78% for the advanced apprenticeship programme. Young apprentice overall success rates were outstanding at the time of the last inspection; they remain outstanding, with an overall success rate of 100%. Progression into employment and onto further training remains particularly good.

Quality of provision

What progress has PAAH made to improve teaching and learning to ensure it meets all learners' needs?	Reasonable progress
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At the previous inspection the teaching of practical hairdressing was judged to be good. However, theory sessions were insufficiently planned, there were insufficient checks of learner understanding, some group sizes were too large and not all individual learner needs were met. PAAH has a clear focus on improving teaching and learning and has addressed all of the development areas identified at the previous inspection. Theory lesson planning is now more detailed, sessions include a good range of learner activities, group sizes are smaller and checks on learning are more frequent. Each lesson has clear objectives which are well communicated to the learners; achievement of the learning objectives is checked throughout the sessions. Learners are highly motivated, they enjoy both their practical and theory sessions. Teachers are motivated and work well together to share good practice.

Leadership and management

What progress has PAAH made to improve its understanding of safeguarding requirements? Significant progress

Safeguarding arrangements were judged to be inadequate at the previous inspection. Policies and practices were insufficiently established to protect and support learners and did not meet legislative requirements. Significant improvements have been made to ensure learners' safety and safeguarding is now a major priority for the organisation.

Staff, learners, parents and employers have a very good awareness of safeguarding and of the policies and systems implemented since the previous inspection. Safeguarding is a key area of focus at induction and is fully reinforced at learners' progress reviews. Good links are now in place with the local Safeguarding Children Board; key members of staff have received formal safeguarding training with two staff qualified to level 2 and one to level 3. Other staff members are informed about safeguarding requirements and developments through regular staff meetings.

Work with employers to promote risk-assessment in the workplace is still in progress. Employers are fully involved in the learner progress review process where safeguarding is discussed however, their responses are not well recorded. Health and safety of learners is a priority however, inspectors identified that appropriate footwear was not being worn by all learners in the academy.

What progress has been made towards targets to widen the participation of under represented groups? Reasonable progress

Equality and diversity were judged to be good at the first inspection with a long-term strategy in place to attract a wider-range of learners. This strategy now forms a key part of the organisation's quality improvement plan. Clear targets are in place to increase representation from both males and minority ethnic groups. Closely monitored and reviewed, these targets are discussed at regular equality and diversity group meetings.

Progress is being achieved; male representation on programme stands at 14%, which is six percentage points above the national average for the subject area. Promotion through schools and college events has contributed to this success with current male apprentices being used as positive role models to encourage participation.

Attraction of learners from minority ethnic groups has not yet proved to be successful. The area has a 2.5% minority ethnic population however, the organisation has no learners from minority ethnic groups. Approaches have been made to local multi-faith organisations and Asian community groups, with demonstrations given and qualification units tailored to meet the specific

requirements of these communities. However, these initiatives have not proved successful to date.

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